United Nations E/2011/96

Economic and Social Council

Distr.: General
18 May 2011

Original: English

Substantive session of 2011
Geneva, 4-29 July 2011
Item 2 (b) of the provisional agenda*
High-level segment: annual ministerial review

Letter dated 5 May 2011 from the Permanent Representative of Bangladesh to the United Nations addressed to the President of the Economic and Social Council

Attached herewith is the national report of Bangladesh on progress towards the achievement of the internationally agreed goals, including the Millennium Development Goals, for the annual ministerial review to be held during the high-level segment of the 2011 substantive session of the Economic and Social Council (see annex).

I should be grateful if you would circulate the present letter and its annex as a document of the Council, under item 2 (b) of the provisional agenda.

(*Signed*) A. K. Abdul **Momen**
Ambassador
Permanent Representative

* E/2011/100.

11-33046 (E) 310511

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Annex to the letter dated 5 May 2011 from the Permanent Representative of Bangladesh to the United Nations addressed to the President of the Economic and Social Council

Implementing the internationally agreed goals and commitments, including the Millennium Development Goals, in regard to education: Bangladesh national report

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Executive summary

The present Government of Bangladesh, led by the Prime Minister Sheikh Hasina, is committed to create a new image of the country, as reflected in Vision 2021. In line with the constitutional directives and the vision of the Father of the Nation, Bangabadhu Sheikh Mujibur Rahman, education is considered the principal means to achieve this. The National Education Policy is formulated accordingly to equip the nation to acquire the qualities and skills that will strengthen the nation to work with equal capacity and pace of the global community.

The Government set some priorities in attaining the milestones towards improving the quality of life of the people and is undertaking measures to attain those in a phased manner. Elimination of poverty and inequity and establishment of good governance are two priority issues before the Government besides others. The main strategy of poverty reduction is centred on bringing vibrancy to agriculture and rural life.

In order to increase agricultural production, special emphasis is placed on modernization of agriculture, innovation of technology and expansion of facilities for research in agriculture, where the role of education is significant and recognized. Likewise, in other sectors of development, health, environment, the empowerment of women, youth development, etc. the role of education remains indispensable. The new Education Policy would be a guiding document in establishing links between the sectors.

Bangladesh has also demonstrated commendable achievement in reduction in the child and maternal mortality rate, people's sustainable access to safe drinking water and basic sanitation, developing an approach of community-managed disaster risk reduction and the empowerment of women, demonstrated through their increased participation in education and the workplace.

In the education sector, some remarkable achievements are registered. These include making the highest allocation of the budget for education, updating curriculum and textbooks to meet contemporary needs and upholding the values and history of the country and its war of liberation, distributing 230.2 million free textbooks to students in primary and secondary education, promoting the use of information and communications technology (ICT) to institutionalize good governance, providing stipends and safety net support, arrangement of extensive training courses for teachers and education officials as a measure for professional development, and infrastructure improvement and enhancement of physical facilities, etc.

Consequent on these initiatives, the rates of access and retention in both primary and secondary education have increased, including attainment of gender parity at both levels of education. The qualitative improvement in the performance of the students is also visible. These achievements at the national level have contributed substantially to the attainment of the Millennium Development Goals and Education for All goals.

Efforts for qualitative improvement in vocational and technical education and higher education have paved the way to effectively build capable manpower to join in the competitive world of work. Support from development partners, Governments, non-governmental organizations (NGOs) and private sector cooperation, functions as a synergic force in improving the quality of education and also its expansion. To

sustain and further these achievements, the domain of cooperation would require to be expanded with increased global cooperation.

In spite of many achievements, there still remain some challenges, such as reaching the unreached, professional and institutional capacity-building at all levels and maintaining the quality of education, which are more complex. It is expected that with the experience gained so far and cooperation from all stakeholders Bangladesh will face these challenges to attain the milestones set in Vision 2021.

Part A. Implementation of national development strategies and policies

I. Vision 2021: Charter of Change

1. Bangladesh with its enormous potential has just celebrated its 40th anniversary of independence, when people from all walks of life reaffirmed their commitment to develop a liberal, progressive and democratic welfare State. Through the Charter of Change, Vision 2021, the overwhelmingly elected present Government envisions a Bangladesh which by 2021 will be a middle-income country where poverty will be drastically reduced, where the citizens will be able to meet every basic need and where development will be on a fast track, with ever-increasing rates of growth. Education is considered as the principal means to achieve these goals. In the National Education Policy (2010) education has been termed as key to the nation's development.

2. In this report the initiatives of the Bangladesh Government towards achieving the milestones set in Vision 2021 are briefly presented with analysis as to how these efforts are contributing to the internationally agreed development goals, with specific reference to the Millennium Development Goals and the Education for All goals. Analysis is made of the interventions in the education sector in line with the theme of the 2011 National Voluntary Presentation. This is done by depicting the strategic efforts, describing briefly the achievements across the sector and explaining the process of how the educational interventions are contributing to national development, particularly attaining the changes anticipated in Vision 2021. Some reflections are also made on how changes in socio-economic conditions affect participation in education. Over a few decades Bangladesh has made substantial progress in attaining the Education for All goals, particularly relating to access, gender parity and quality improvement in education. A summary table on Millennium Development Goal achievements is given in annex 3.

3. The Government of Bangladesh is committed to creating a new image of the country by 2021, the year which will mark the golden jubilee of Bangladesh's independence. The year 2020 will be the hundredth anniversary of the birth of the Father of the Nation, Bangabandhu Sheikh Mujibur Rahman. By that time, overcoming the prevailing negative images, we envision a democratic system where people choose their government freely and get services from it without hassle, enjoy freedom from fear and intolerance, live with dignity; where every citizen is assured of social justice, environmental protection, human rights and equal opportunities; and where the rule of law and good governance flourish.

II. Priority issues

4. In the context of the prevailing politico-socio-economic crisis at the time the Government was formed by Prime Minister Sheikh Hasina two years back, five issues have been given priority: (a) Maintenance of economic stability and control over commodity price hikes; (b) Effective action against corruption; (c) Power and energy; (d) Elimination of poverty and inequity; and (e) Establishment of good governance. Besides, important sectoral development issues were identified,

strategies were formulated and milestones were set in the strategically important areas. (Milestones are given in annex 1.)

5. As a consequence of the global financial crisis and some domestic factors price hikes in essential commodities posed a threat to the normal life of the poor people. Price hikes have had some impact on education, particularly on the participation of children from poor families. In some cases poor parents could not even afford little educational expenses, as their limited earnings are largely eaten up to meet essential living expenses. The Government took measures to reduce the unbearable burden of price hikes and keep it in tune with the purchasing power of the people. Steps have also been taken for increased production of domestic commodities and the timely import of essential items to ensure food security, besides administrative drives to control prices.

6. Multipronged measures to fight corruption have been introduced by the Government. The Anti-Corruption Commission is mandated as an independent, self-governed and neutral entity. Information is power. Peoples' access to information is recognized by the promulgation of the Right to Information Act. Every public office is obliged to supply logical information to the citizens on demand. The roles and functions of various departments have been made public through websites. To establish peoples' rights, citizens' charters have been introduced in every department of the Government. Increased awareness of the people and increased use of IT have started reducing opportunities for corruption. In the education sector, special drives have been made to reduce corruption through wider use of IT in recruitment, admission and publishing examination results. It is expected that increased participation of learners in various educational courses and expanded use of IT at different stages of life will ultimately contribute to the reduction of corruption.

7. Power and energy is crucial to the technological development of the country. To expand the industrial base of the country and to promote the use of IT, an adequate and uninterrupted supply of electricity is a must. For sustainable economic development the Government is taking measures, including developing a comprehensive long-term policy on power and energy, to attract investors to Bangladesh. The Government started establishing new power stations to attain the target of power generation set in Vision 2021. The education sector will contribute qualitatively by developing skilled human resources in the field of power technology.

8. The main strategy of poverty reduction is centring on bringing vibrancy in agriculture and rural life. By 2013, poverty levels and the proportion of ultrapoor is targeted to come down to 25 per cent and 15 per cent respectively. The number of poor people will thus be reduced to 45 million by 2013 and will further come down to 22 million in 2021. In order to achieve this objective, along with other key measures adopted by the Government is the "One house, One farm" programme and the introduction of a youth employment scheme, National Service. The social safety net is further extended for the ultrapoor. The number of recipients of old age allowance and destitute women allowance is substantially increased. Young entrepreneurs are being encouraged to establish small and medium enterprises by providing skills training and supply of the necessary capital from banks.

9. The role of education in alleviating poverty in a sustainable way cannot be exaggerated. The skilled human resource is the key force, who can steer the wheel

driving the country to move forward in the competitive world. The Education Policy formulated by the present Government in 2010 reflects this spirit, where the goal is set "to equip the nation to acquire the qualities and skills that will strengthen Bangladesh to work with equal capacity and pace of the global community".

10. The poverty reduction efforts of the Government are contributing to the achievement of Millennium Development Goal 1. In 2010, the population below the poverty line stands at 31.5 per cent (HIES 2010). The annual poverty reduction rate is 1.7 per cent (HIES 2010) against the required 1.23 per cent to meet the 2015 Millennium Development Goals target. The poverty gap ratio has also decreased dramatically to 9 per cent. Annual GDP growth rate is projected at 7.2 per cent in FY 2012 and 10.0 per cent in 2017.

11. Establishment of good governance is a precondition to bring the benefits of development to the people. That is why it is in the priority list of the present Government. Important steps taken so far include measures to establish rule of law, strengthening the Human Rights Commission, reform of the electoral system, administrative reform to make it pro-people, institutionalizing people's right to information and promoting e-governance. Educating people on their rights, entitlements and obligations make the efforts of good governance effective. The ministries concerned with the education sector, besides promoting good governance in their own institutions, are actively working in launching programmes to sensitize citizens, enhancing their capability to contribute to establishing good governance.

III. Selected sectoral programmes and strategies

Agriculture and rural development

12. The Government's strategy to bring vibrancy to agriculture and rural life is particularly aimed to ensure food for all by taking all possible measures and to make Bangladesh self-sufficient in food by 2013.

13. In order to increase agricultural production, special emphasis is placed on the modernization of agriculture, innovation of technology and expansion of facilities for research in agriculture. The Ministry of Agriculture has undertaken programmes to support improved seed, increase efficiency in irrigation, supply modern equipment to the farmers, provide specialized training on high-yielding crops, introduce a subsidy on fertilizers and agri-equipment, etc. Notable to mention is the taka 150 crore (US$ 21 million) project for modernization of agriculture and allocation of taka 4200 crore (US$ 600 million) in FY 2010-11 for subsidy to the agriculture sector.

14. Increasing awareness of farmers and educating them with newer varieties and innovative technology is key to improvement in the agriculture sector. It is particularly true in a country like Bangladesh where half the people are still illiterate. The Agriculture Information Service is playing a commendable role with various information packages through radio, television and a web-based agriculture information service. There is a plan to establish 1,000 union-based agriculture information centres to reach farmers at the grass-roots level.

15. The ministries concerned with education are also playing a key role through integrating agriculture-focused content in textbooks, developing a separate stream

for agriculture education and developing skilled professionals through higher education institutions specialized in agriculture.

Environment and disaster management

16. Caring for the environment and tackling climate change is one of the key strategies of the Government for sustainable poverty reduction. The vision is to achieve environmental sustainability in Bangladesh, meeting the needs of current and future generations. The Government is committed to protecting the country from the adverse effects of global warming, as well as from the pollution of environment and water resources. The Government has adopted the Bangladesh Climate Change Strategy and Action Plan (2009) covering strategically important areas like food security, social protection and health, comprehensive disaster management, mitigation and low-carbon development, research and knowledge management, capacity-building and institutional strengthening.

17. Contributing to Millennium Development Goal 7, the national adaptation programmes of action (NAPA) identified urgent and immediate needs to adapt to present threats from climate change. Projects are being undertaken for river dredging, water conservation, flood control, prevention of river erosion and protection of forestry. Modern scientific methods are being adopted to prevent water and air pollution and in the disposal of waste.

18. Regarding the target relating to people's sustainable access to safe drinking water and basic sanitation, substantial progress has been made. As of 2009, 98 per cent of the population use an improved drinking water source and 80 per cent of the population use an improved sanitation facility.

19. Environment education is integrated in all education curricula right from the basic level. It is imperative to develop the required preparedness for citizens to cope with the rapidly changing global climate. Bangladesh being a disaster-prone country, preparedness of the people to prevent and mitigate suffering from disaster and climate change effects is strategically important.

20. Disaster of any kind has an adverse effect on the education sector in Bangladesh. Academic activities are disrupted due to the use of the schools for shelter, displacement of families, and the loss of books and educational aids. Every year the Government has to spend a substantial amount of the budget to mitigate suffering and recover losses. A remarkable step in Bangladesh in managing disasters is the formulation of the Standing Orders on Disaster, which describe the detailed roles and responsibilities of committees, ministries and other organizations in disaster risk reduction and emergency management.

21. Education plays a key role in implementing disaster management programmes and minimizing the loss of life and assets. Because of the extensive preparedness programmes at the community and school levels, including infrastructural arrangements like construction of school-cum-cyclone shelters, Bangladesh can demonstrate a world-class example of community-managed disaster risk reduction.

Health and family welfare

22. Bangladesh, through its wide-ranging health policy, is committed to building a healthy nation with physical and intellectual ability which can contribute to national and global development. The pro-people Government is reviving 18,000 community clinics to provide health services on the doorsteps of citizens. Due to continuous efforts, significant progress nas been made in terms of reduction in the child mortality rate, improvement in maternal health and control of diseases, contributing to Millennium Development Goals 4, 5 and 6 respectively.

23. Considerable progress has been made in the child survival rate over the last several decades. Significant strides have been made in all three indicators of Millennium Development Goal 4 and if the trend continues, the country will meet the 2015 target well ahead of schedule. The under-5 mortality rate stands at 67 per 1,000 live births in 2009 and infant mortality stands at 45 per 1,000 live births in the same period. There is no major disparity among boys and girls in under-5 mortality rates. In 2010, the United Nations made an award to Bangladesh for its remarkable achievement in reducing the child mortality rate.

24. The maternal mortality rate in Bangladesh has declined significantly, decreasing from 574 in 1991 to 210 in 2010 (SVRS, BBS), against the national target 144 (per 1,000 live births). Regarding universal access to reproductive health, the contraceptive prevalence rate increased from 40 per cent in 1991 to 60 per cent in 2008, against a national target of 100 per cent.

25. Bangladesh has also made good progress in combating the spread of malaria and tuberculosis. The death rate associated with malaria decreased to 0.11 in 2008. The death rate associated with tuberculosis decreased to 45 in 2007. The HIV prevalence rate in Bangladesh is low (0.319 per cent). The worrying aspect is that the prevalence rate among injecting drug users is high.

26. The contribution of education to improving the health situation is tremendous. Besides the initiatives of the Ministry of Health and Family Welfare, there is a special initiative by the Ministry of Education for life skills-based reproductive health education in schools. Targeting youths and adolescents through a peer approach, this has facilitated change in practices relating to reproductive health and also empowered them to protect themselves against sexually transmitted infections and HIV/AIDS. An education stipend programme for secondary and higher secondary female students has contributed to reducing population growth by delaying the girls' marriage. The girls with enhanced knowledge and understanding become empowered to take informed decisions about their lives, health and families.

Empowerment of women and child welfare

27. The Government of Bangladesh is committed to ensuring women's empowerment and equality in rights and opportunities. The Women Development Policy is formulated to that end. The Government is also taking the necessary measures for the appointment of women in senior posts in the administration and in all spheres of employment. Strict legal measures are taken to stop oppression of women and children. To increase women's employment ratio, the Government has extended maternity leave to government employees to six months and passed regulations for establishing day-care centres in workplaces. The Ministry of

Women's and Children's Affairs is undertaking projects for the empowerment of women, prevention of violence against women and children, safety net support to vulnerable women, and support to working mothers, including lactating mothers.

28. The Government's gender-focused interventions are broadly guided by this experiential learning. Poverty reduction, with special emphasis on the eradication of feminization of poverty by strengthening the social safety net programme, is an important agenda item for the Government. Programmes such as the allowance to widows and destitute women, the maternity allowance for poor mothers and vulnerable group development have been providing food security to a large number of poor women. Extensive skill development programmes and financial support in the form of microcredit to women entrepreneurs has paved the way for many women to come forward and join with their male counterparts in the national development.

29. The education sector is at the forefront in bringing gender parity. Bangladesh has achieved gender parity in primary and secondary education. The ratio of girls to boys in primary education increased from 0.83 in 1991 to 1.03 in 2009. In secondary education also the ratio increased from 0.52 in 1991 to 1.17 in 2009. Increased female participation in education is contributing to increased women's participation in the workforce and is consequently having a positive impact in reducing the drop out of children from schools, contributing to Millennium Development Goals 2 and 3, as well as Education for All goals 2 and 5.

Youth and employment

30. To tap the potential of the youth force for national development, the Government works to facilitate their employment, including self-employment, through training in agricultural areas, off-farm activities in rural areas, in industry, infrastructure development, and employment abroad. On a pilot basis, an employment scheme has been introduced to provide employment to one youth per family in the National Service for two years.

31. As to the target of achieving full and productive employment and decent work for all, the employment-to-population ratio was 59 per cent in 2009. This achievement is set against the national target of reduction in the unemployment rate to 15 per cent and changing employment shares of agriculture, industry and services to 30 per cent, 25 per cent and 45 per cent respectively by 2021.

32. Besides stressing the developing work-oriented curriculum, the establishment of a foreign language training centre by the Ministry of Education to develop foreign language communication skills among overseas job seekers is a significant step in promoting youth employment. This has enabled them to compete in the global job market as skilled professionals and also to contribute to the Government's foreign remittance earnings.

Part B. Thematic focus

IV. Aims, policy directives and structure of education

33. As the backdrop of the present Government's pledge in Vision 2021 to bring about change in the quality of life of the citizens, the National Education Policy was

formulated in 2010 through a consultative process. This has been a historic event for Bangladesh, as since independence it has not been possible to implement any education policy for various reasons. In line with the directives in the constitution of Bangladesh for establishing a uniform, mass-oriented and universal system of education, and in fulfilling the people's aspirations, the Education Policy was formulated to ensure rights and opportunities for education for all, removing all differences.

34. Embodied with national aspirations, the spirit of the liberation war and independence, the primary objectives of the Education Policy are directed towards the cultivation of human values. It seeks to prescribe ways through which citizens can be groomed to become leaders in pro-people development programmes and progress in society. The policy framework is designed to support citizens to become rational and intellectually accomplished human beings with ethical perceptions, and to equip the nation to acquire the qualities and skills that will strengthen Bangladesh to work with equal capacity and pace of the global community.

35. Education in Bangladesh has three major stages — primary including pre-primary, secondary and higher education. Primary education is a five-year cycle while secondary education is a seven-year cycle with three sub-stages. Higher secondary is followed by graduate-level education in general, technical, engineering, agriculture and business studies, and medical streams requiring five to six years to obtain a Masters degree. In the general education stream, higher secondary is followed by college/university level education over four-year pass/honours graduate courses. Under the new Education Policy, primary education would be for eight years and secondary education for four years. (The structure of education is given in annex 2.)

V. Strategic interventions in the education sector

Financial allocation

36. The Bangladesh Government gives the highest priority to raising the allocation for the education sector by 13.5 per cent in the budget for fiscal year 2010-11 over the last year. The allocation is taka 17,959 crore (US$ 2,565 million) in the revenue and development budget for the sector against the previous allocation of over taka 14,006 crore (US$ 2,000 million). The allocation for the education sector is the highest in the country's history. The Government gives top priority to the sector, considering education as one of the core strategies to alleviate poverty and facilitate development. Out of this, an allocation of taka 8,062 crore (US$ 1,151 million) has been set for the primary and mass education ministry and another taka 9,885.32 crore (US$ 1,409 million) for the Ministry of Education (MOE).

37. To ensure continuity of ongoing activities for the last three years, the average expenditure for secondary education under the revenue budget is taka 7,500 crore (US$ 1,071 million). The Government is now paying 100 per cent of salary to the 366,114 teachers and 111,262 staff of 27,704 non-government secondary education institutions. This entails taka 5,000 crore (US$ 714 million) from the revenue budget of the Government (66 per cent of the revenue budget of the Ministry of Education).

Curriculum and textbooks

38. The curriculum of both primary and secondary education is being updated, incorporating the national ideas, values and contemporary needs on the one hand, and taking into account the age, merit and receptive ability of the learners on the other. The revised primary curriculum is being made competency-based; the syllabus and textbooks are written accordingly. The contexts in the textbooks for both primary and secondary schools include health, nutrition, population, environment and life-oriented technologies suitable for the twenty-first century.

39. The Government took measures to depict the history of the liberation war and incorporate independence-related historic documents in the textbooks with a view to inspiring the new generation with the spirit of the liberation war and developing patriotism. Directives have been given in the Education Policy to keep in mind, during the preparation of textbooks, the real-life situation facilitating development of the thinking ability, imaginative capability, inquisitiveness and creativity of the learners.

40. As a measure for establishing a national standard and qualitative assessment, the Government took a revolutionary step in introducing public examinations at the end of class V and class VIII.

41. To increase the attraction of school and education for students, for the first time the Government made a free distribution of 190 million textbooks in FY 2009-10. In 2010-2011, the number increased to 230.2 million, which required around taka 550 crore (US$ 79 million). Besides, in a dynamic website of the National Curriculum and Text Book Board, all primary and secondary education textbooks, plus educational materials, have been uploaded. This will facilitate interactive learning by the students though use of IT facilities at the school and at home, as available.

Education stipend and safety net support

42. In the primary education subsector, the Government finances a stipend programme to compensate poor parents for the opportunity cost of sending their children to school. This has helped to increase the enrolment and attendance in schools and prevent child labour. Beneficiaries under this programme are around 5.5 million. Every year a sum of US$ 115 million is spent by the Government for this innovative programme.

43. For secondary education, during the current FY, the Government allocated taka 75 crore (US$ 10 million) for stipends to facilitate flourishing meritorious students in secondary education. Through four ongoing projects, the Government is providing stipends to 5 million students with a view to increasing the participation of girls, reducing drop outs and opening the door of education to children from extremely poor families. The Secondary Education Stipend project (SESP) provides financial assistance to students in secondary education. The Higher Secondary Female Stipend project provides financial support to female students from poor families studying in grades 11 and 12 to ensure the continuity of their education. As a consequence of this support, the rate of gross female enrolment increased from 43 per cent to 50 per cent in three years (2008-11). In both projects, a special

condition for the girls to avail themselves of the stipend is that they remain unmarried until the respective education level is completed.

Gender equality in education

44. Women constitute half of the population in Bangladesh. However, a large number of them are deprived of education for various social, economic and cultural reasons. Expected national development cannot be attained without enabling women to acquire standard competitive skills and apply those at the family, community and national levels. Ensuring gender equality in education and the empowerment of women to take informed decisions are thus strategic choices made by the Government of Bangladesh. The stipend schemes are obvious examples of the Government's commitment to increase the participation and retention of girls in education, contributing to Millennium Development Goal 5.

45. Bangladesh achieved gender equality in both primary and secondary education in 2005 and it has been maintained ever since. The GPI is 1.03 and 1.17 in primary education and secondary education respectively. A 60 per cent quota is fixed for female teachers, of which 53 per cent has already been achieved.

46. To combat the harassment of girls going to school, including "Eve teasing" a massive social awareness campaign has been launched by the Government, besides formulating guidelines for education institutions through a consultation process with representatives from education institutions, social organizations, civil society and women's organizations.

Teacher training and professional education

47. The National Education Policy stresses the quality of teachers as a precondition for proper and quality education, which can be ensured through the recruitment of qualified teachers and demand-driven training. For training of teachers in primary schools there are 53 Government and two private training institutes and the National Academy for Primary Education (NAPE). For secondary education, there are 14 Government teacher training colleges and the National Academy for Education Management (NAEM). There is also one training institute for madrasa teachers and five training institutes for higher secondary education teachers. Bangladesh Open University and the private teacher training colleges also offer B.Ed degrees for teachers.

48. Through the Second Primary Education Development programmes (PEDP II), a series of training courses have been provided to teachers, school management committees and primary education officials. Teachers, trainers and supervisory officials are trained regularly in the modern concepts of management, planning, curriculum, teaching methods and techniques, examinations and the evolution of primary education.

49. The National Academy for Primary Education (NAPE), *upazila* resource centres (URC) and the PTIs arrange the training of staff and teachers and conduct various professional training activities. Besides, continuous in-service training is organized for the teachers at subcluster levels, which has resulted in an

improvement in classroom teaching and in increasing participation of the community in school activities.

50. In secondary education, the Teaching Quality Improvement in Secondary Education project (TQI-SEP) is a special initiative by the Government to extend support to non-government secondary schoolteachers in enhancement of their capability. Under this a Non-Government Teacher Registration and Certification Authority has been established for registration, accreditation and deployment of qualified and competent teachers in schools. A nationwide teacher training network has been developed to enhance the professional competency of teachers, thus contributing to the quality of secondary education.

51. As a measure to further strengthen the teacher education system, the Government is going to review and update the existing C in Ed and B.Ed training courses, expanding the coverage of postgraduate courses by encouraging universities to offer need-based professional courses, and enhance the capacity of NAPE and NAEM to offer appropriate courses to meet the current needs of teachers.

Infrastructure improvement and measures to enhance facilities

52. To regulate the load of an increased number of students in education institutions, the Government introduced double shifts in schools besides the establishment of new schools and recruitment of new teachers.

53. In PEDP II, infrastructure development is a separate component to provide sustainable infrastructure, facilities and equipment, facilitating improved and equitable access for all children leading to improved student achievement. Construction and renovation of classrooms, *upazila* resource centres, PTI facilities, safe water and toilet facilities, furniture and storage facilities, and construction of school-cum-cyclone shelters are the main activities.

54. Through TQI-SEP and SESDP projects support was provided for the improvement of infrastructure and construction of academic buildings of 3,000 non-Government schools. The Education Engineering Department implemented a couple of projects with a total budget of taka 6,514 crore (US$ 930 million), improving the physical facilities of selected schools and colleges, creating an opportunity to accommodate an increased number of students and also enhancing the environment for quality education.

55. To expand higher education opportunities in the underdeveloped areas of the country, the Government took special measures to establish a number of universities with a focus on professional education, science and technology education.

Use of ICT in education

56. The Ministry of Education is taking the lead role in promoting the use of ICT towards developing the envisioned "Digital Bangladesh". The draft master plan (2011-21) on the use of ICT in education set five milestones to that end. These are: enhancing the capability of the students in the use of ICT in all spheres of life; improving the ICT skills of teachers to guide the students; improving the management skills of personnel concerned with education administration to develop

a skilled, accountable and transparent system; establishing digital resource centres; and increasing community participation in use of ICT.

57. Major activities promoting the use of ICT in education in the last two years are as follows: (a) Textbooks and education materials for primary and secondary education uploaded in a dynamic website which includes 50 Bangla version books, 26 English version secondary education textbooks and 33 primary education textbooks; (b) Training of teacher trainers from the teacher training colleges on developing digital content to facilitate ICT-based teaching-learning processes in class; (c) Computer training for 6,500 secondary schoolteachers; (d) The supply of laptop computers and multimedia projectors to 20,500 schools and madrasas; (e) The launch of 17 mobile computer labs to orient students living in remote locations; (f) Establishing modern computer labs in 20 schools, 35 madrasas, and 20 teacher training colleges; (g) Establishing ICT training and resource centres in 128 *upazila*.

58. By use of e-communication, web-based platforms and SMS services through mobile phones, the Ministry of Education published the examination results of secondary and higher education in 2009. Some public universities started processing the admission of students through mobile phone-based SMS services. The result of teacher registrations in 2009 was also made available through SMS and website.

Education administration and governance

59. Ensuring quality education and qualitative excellence of the education system largely depends on an effective education administration, ranging from school level to macromanagement. In Bangladesh, education management is steered by two ministries — the Ministry of Primary and Mass Education oversees primary and non-formal education, while the Ministry of Education oversees secondary, technical and higher education. For the overall development of education, qualitative improvements and the expansion of education for citizens, both Ministries have undertaken programmes and projects. The ultimate goal is to ensure competent governance in the educational administration and make all tiers of educational administration and management free of corruption, efficient, accountable, transparent and effective.

60. The Government is taking measures for the decentralization of education administration of both the primary and secondary education sub-systems by strengthening district and *upazila* offices and the capacity enhancement of field-level officials. At the macro level, measures targeted for improvement in education administration include formulation of a consolidated education law, formation of a permanent national education commission, establishment of a non-Government teacher selection commission, formation of an accreditation council for higher education, and development of an education cadre as a pool of educators to support quality education.

61. In order to achieve the milestones in Vision 2021 relating to human resource development, wider use of IT in education administration would improve the management skills of officials at all levels to foster an accountable and transparent system. By now all field offices concerned with education administration under both the Ministry of Primary and Mass Education and the Ministry of Education have been networked for smooth and faster communication through the use of IT platforms.

Promoting information technology education

62. Globally, changes are taking place very fast because of the twenty-first century ICT revolution. Bangladesh is working to avail itself of this opportunity, utilizing all potentialities and becoming part of the revolutionary changes in poverty alleviation and sustainable socio-economic development. The Education Policy focus in this regard is developing competent human resources of international standard through appropriate training and education in information technology (IT), equipping them to perform efficiently in relevant fields. Particular attention is given to prospective areas of export such as software, data processing and the call centre services industry, including the supply of skilled manpower in IT.

63. Core strategies pursued for the promotion of IT education include the use of computers as a tool for teaching right from the start of primary education. A target has been set to make all children computer-literate before they start secondary education. Secondary education-level students are supposed to study computer science along with mathematics and science. In vocational education, learning about graphic design, multimedia, animation and CAD/CSM has been made obligatory in the policy directives.

64. To update the skills of existing employees in the Government sector, a series of courses are being organized to develop their computer skills. Coordinated steps are being taken to expand IT education at the grass-roots level and to establish IT training centres and telecentres at district and *upazila* levels.

65. At the higher education level, emphasis is given on improvement in the standard of computer science and IT education and establishing a close link between universities and industrial institutions. The process of establishing a digital university has been started on the outskirts of the capital for the purpose of training teachers engaged in teaching IT in higher education and to facilitate research in this field.

Government, NGO and private sector cooperation

66. Government support to non-Government primary, secondary and higher secondary schools and madrasas is institutionalized through supervision, financial assistance in the form of teachers' salaries, stipends to students, grants for improvement of physical facilities and monitoring of performance. In both primary and secondary education, the contribution of non-Government schools is significant. The present Government brought 1,624 non-Government schools, colleges and madrasas under the Government financial support system, which enabled increased enrolment of students and the employment of more teachers.

67. Government-NGO cooperation in non-formal primary education, formal primary and secondary education and adult literacy programmes is guided by the principle of sharing responsibility. In non-formal education, NGOs implement projects of the Bureau of Non-Formal Education, under the Ministry of Primary and Mass Education through a subvention process. Besides implementing projects, selected NGOs with long experience in the field of education, also provide technical support in the qualitative improvement and institutional capacity enhancement of Government and non-Government schools and institutions. The areas of technical

collaboration include training, curriculum and education material development, research and advocacy.

68. Public-private partnerships (PPP) in the education sector are gradually expanding. With the flourishing of the private sector, companies have started coming forward to support social development activities as part of corporate social responsibility. For example, in order to promote the use of ICT in education, 3,500 teachers were provided with computer training with support from Microsoft Bangladesh Limited. In the non-formal education subsector, the Bureau of Non-Formal Education formulated a plan for promoting PPP in the fields of training, social mobilization, financing, monitoring, and employment generation. In the Education Policy, promoting partnership between industry and educational institutions is particularly emphasized to bring education closer to the world of work. The Government has already formulated a policy to patronize PPP in all sectors.

Global cooperation

69. Millennium Development Goal 8 stresses addressing the special needs of the least developed countries, by making provision for tariff- and quota-free access for their exports, an enhanced programme of debt relief for heavily indebted poor countries (HIPC) and cancellation of official bilateral debt. Targets also include dealing comprehensively with the debt problems of developing countries through national and international measures in order to make debt sustainable.

70. The Bangladesh Vision 2021 agenda on global cooperation covers a wide range of economic, social and cultural domains. In the context of the global financial crisis and climate change, with its implications for developing countries like Bangladesh, the Government had taken measures for investment promotion, energy security, retaining and enhancing domestic demand, safeguarding the value of money, assisting exports and the continuing export of manpower.

71. Analysis of global commitment and practices in the context of Bangladesh shows that net official development assistance received is US$ 1,460 million (2009) which is 0.005 per cent of the GNI of OECD/DAC donors. As to the proportion of total bilateral, sector-allocable official development assistance of OECD/DAC donors to basic social services (basic education, primary health care, nutrition, safe water and sanitation), Bangladesh counts an average of 35 per cent during FY 1991-2008. The proportion of bilateral official development assistance of OECD/DAC donors is 94 per cent (FY 2007). Average tariffs imposed by developed countries on agricultural products and textiles and clothing from Bangladesh are 0-15.3 per cent (FY 2009). Debt service as a percentage of exports of goods and services is 3.9 per cent (FY 2009).

72. In the education sector, there are a number of projects currently being implemented with the support of development partners. In the primary education subsector, PEDP II is partly financed by a consortium of development partners. However, in secondary and higher education support is provided by them on a project basis. In the context of formulation of a wide-ranging education policy with result-oriented aims and objectives, it has become imperative to formulate sector-wide programme planning and financing, which would have to be supported through a collaborative framework.

VI. Sector-wide major achievements

Pre-primary education

73. Early childhood development and preschool education have a strong positive influence on preparedness for school and the later performance and achievement of children in school. As per education policy guidelines, the activities for this programme are aimed at inspiring children to learn and go to school and cultivating their finer senses.

74. As a strategic initiative in the new National Education Policy, pre-primary education is made an integral part of primary education contributing to Education for All Goal 1. DPE with support from NCTB (National Curriculum and Textbook Board) is now working for developing a national pre-primary education curriculum and materials package. Recognizing that pre-primary education prepares children for school and learning, and helps reduce grade repetition and drop outs, it has been decided to develop a standard curriculum, recruit and train full-time teachers, and supply teaching-learning materials to operationalize effective pre-primary classes. A new project of DPE will recruit 60,965 assistant teachers and provide funds to renovate, repair or hire rooms to run preschool classes.

75. The Government encourages NGOs and community organizations to set up and support preschools within school premises or at the community level. Under the auspices of the Ministry of Women and Children Affairs, with overall management support from the Shishu Academy, preschools are also run in different districts. NFE Mapping (2008) shows that total coverage of pre-primary education in a non-formal setting is 1,426,986 children, of which 55 per cent are girls.

Primary education

76. Bangladesh runs one of the biggest primary education administrations in the world. Nationalization of primary education by the Father of the Nation Bangabandhu Sheikh Mujibur Rahman immediately after independence was a milestone in the history of education in the country. Through making it free and compulsory, extensive programmes are undertaken by the present Government to bring all eligible children to school, get them to complete the primary education cycle and provide them with a quality education. There are 10 types of formal primary schools totalling 81,508 schools with 16,539,363 students and 381,728 teachers (DPE, 2010).

77. Due to the implementation of a number of quality enhancement measures, progress in increasing equitable access, reduction in the dropout rate, and improvement in completion of the cycle are visible. The participation rate in primary education in terms of both gross enrolment rate (GER) and net enrolment rate (NER) have been increased over the years. In 2008, GER stood at 99 per cent and NER was 91 per cent. Besides an increase in the participation rate, the progress data also shows that the gender parity or equity in access achieved in 2005 has been maintained; GPI 1.05 (in 2005) and 1.03 (in 2009). Pupil-teacher ratio has improved to 50:1 against the target of 40:1 by 2015.

78. The non-formal primary education programme covers the unenrolled, primary school drop outs, child labour, street children and other disadvantaged children, as a

safety net measure for those who would otherwise miss education and grow into illiterate adults. NFE Mapping (2008) shows that the total coverage of non-formal primary education is 1,546,277 children, of which 61 per cent are girls.

79. Under the education policy, it is planned to extend five-grade primary education up to grade 8 by 2018. With five grades of primary education seen as insufficient preparation for citizens of an aspiring middle-income country, this has been considered as a strong case for extending it to grade 8 with a pragmatic and time-bound plan to move towards this goal.

Adult and non-formal education

80. Bangladesh is one of the 35 countries that contain 85 per cent of the world's illiterate population, with half of its population illiterate and having a high concentration of illiterate persons. The present Government is committed to eradicating illiteracy by 2014. In the education policy, the wider scope of adult education has been illustrated. The aim of adult education is to make people literate, to offer them minimum skills in reading, writing and numeracy, to instil in them some human values, to make them aware of health and the environment, and to increase their professional skills.

81. According to BBS Literacy Assessment Survey (2008), the adult literacy rate in the country is 55 per cent: female — 49 per cent, male — 60 per cent. The literacy rate in rural areas is 46 per cent and in urban areas 57 per cent. However, literacy programmes in the last few years made very slow progress as there has been no basic literacy project in the public sector since late 2003.

82. Recognizing the need for post-literacy and continuing education programmes in order to help learners consolidate basic skills and use these in improving their lives, projects on post-literacy and continuing education have been under implementation by the Bureau of Non-Formal Education, targeting some 3 million adults. These donor-supported projects have been implemented through contractual arrangements with NGOs.

Secondary education

83. Significant changes are going to take place in secondary education. In the new academic structure under the education policy, the secondary level of education will be for four years (classes IX to XII). This level of education would be crucial for students to develop careers. At this stage the students will prepare themselves for the world of work or for higher study. The key aim of secondary education is thus to help develop learners' latent intellect and comprehensive inner faculties.

84. Total enrolment in secondary schools was 6,840,541 (in 2008), having 53 per cent girls with GPI at 1.17. A study (BANBEIS 2010) on measuring the internal efficiency of secondary education shows that the retention rate of students in the last grade of the secondary cycle is 61 per cent. The pass rate for the secondary school certificate (SSC) examination has increased substantially in the last two decades — from 32 per cent in 1990 to 78 per cent in 2010; for girls it was 30 per cent in 1990 and 76 per cent in 2010.

85. The secondary education sector development project (SESDP) is a programmatic intervention of the Government aimed at overall improvement of the subsector. The objective of SESDP is to improve the relevance of secondary education to the needs of the labour market. Strengthening accountability in secondary education management, monitoring and quality assurance, human resource management, and reforming the assessment and examination system are a few of the major activities undertaken through this project.

86. Another important project, the Secondary Education Quality and Access Enhancement Project (SEQAEP) has also facilitated equitable access by providing subsidies for tuition fees, stipends and incentives for poor students in rural areas, strengthening the capacity of school management, and monitoring and assessment of teaching-learning outcomes. These projects could contribute significantly to reduction in the dropout rate at the secondary level. Incentives for students and strengthening school governance, supplemented by parental and community awareness efforts of the project, could create an enabling learning environment in the target schools.

87. Transformation of non-Government secondary schools into *upazila* model schools in selected *upazila* where there is no Government school is a major step by the Government to support quality education. The educational quality of selected schools will be improved through developing physical facilities, teaching-learning aids and opportunities, and enhancement of the management capacity of school management committee members. The demonstration effects of the model school and exchange of experience among the schools within the *upazila* will minimize the gap between the quality of schools in rural and urban areas.

Vocational and technical education

88. Rapid changes in the fields of science and information and communications technology worldwide pose challenges for developing countries, which face uneven competition in the world of work. To cope with this situation, in the National Education Policy the highest importance is given to developing the students as competent manpower. Vocational and technical education (VTE) at the secondary and higher secondary levels is considered an effective strategy to prepare youth for the competitive world.

89. The Government planned to introduce vocational and ICT education from the earliest primary education stage. It has been targeted that all students of primary education level must complete an 8-year cycle with pre-vocational and ICT courses as included in the curricula of classes VI-VIII. Options are created for those who complete primary education to join in mainstream secondary education or in vocational courses to acquire national skills standards (NSS). Provision is made for secondary education graduates with NSS 4 certificates to join in various diploma programmes. Students with a technical diploma are eligible for admission to bachelor programmes and courses in engineering, textiles and agriculture.

90. In the formal technical vocational education field, the country has 2,728 TVET institutions in operation. The public sector had 180 institutions with enrolment of 48,267 students (20 per cent) and the private sector 2,548 institutions with an enrolment of 241,336 (80 per cent). Only 26 per cent of VTE students are female. The Directorate of Technical Education is presently developing some innovative

packages through the TVET reform project to attract male and female students with possibilities of employment abroad.

91. To improve quality in VTE the Government has started to improve the curriculum and textbooks, establishing links with workplaces, teacher development and improvement of physical facilities. Apprenticeship and industrial attachments for hands-on training are made an integral part of the curriculum. The Government is going to establish 795 new vocational training institutes. Two projects — Skills Development Project and Skills and Training Enhancement Project — are being implemented for improvement of the technical and management capacity of the institutions in the VTE subsector. The Directorate of Technical Education has started the establishment of a new engineering college, polytechnic institutes and expansion of the physical facilities of selected technical vocational institutions.

92. A major step for improvement in the skill development subsector is the Skill Development Policy. The policy presents a clear vision and reform agenda for skills development covering a varied range of sectors and provides emphasis on developing an equivalency framework.

Madrasa education

93. Madrasa education is an inseparable part of the national education system in Bangladesh. In the Education Policy a separate section is dedicated to policy directives to keep the originality of this stream and to update the process according to the demands of the present so that it imbibes new vigour. Emphasis is given to taking steps so that the students can understand the ideals and spirit of Islam, learn about its doctrines and ways of life, and simultaneously attain competencies in different branches of knowledge and science.

94. The Government has undertaken measures for the modernization of madrasa education through improvement of the curriculum, science education and training. While improvement of the curriculum is in progress, the training opportunity for madrasa teachers has been enhanced through strengthening of the Bangladesh Madrasa Teachers Training Institute. The Government also plans to develop higher secondary model madrasas in selected districts.

95. Under the capacity-building for madrasa education project, the Government introduced vocational education courses in 100 madrasaa besides introduction of science and computer education in the madrasa education curriculum; 3,370 madrasa teachers were provided with training on various aspects of education management. Another project is being undertaken for improvement of the infrastructure of 1,000 madrasas. For the first time in the country, an honours course is introduced in 31 madrasas. As part of free textbook distribution, in the current FY the Government supplied 16 million books for madrasa students of classes I-V and 17 million books for classes VI-VIII.

96. To improve governance in madrasa education, steps are being taken to establish a separate directorate for madrasa education. Besides, the Government is going to establish an affiliated Islamic university to regulate the madrasa education curriculum, to offer academic supervision and to conduct examinations of the higher levels of madrasa education.

Higher education

97. The purpose of higher education is to generate and innovate knowledge and at the same time to build up skilled human resources. In the context of the unprecedented development of IT and continuous scientific inventions, the role of higher education is much widened now. Having this as the policy directive of the National Education Policy the Government inspires the public and private universities to update their curricula and syllabuses to meet international standards. To uphold the quality of higher education in private universities, the Government formulated a new Private University Act in 2010, providing guidance to maintain the standard of education, curriculum, syllabus and recruitment of teachers of high academic qualifications. To monitor quality in higher education, the Government is in the process of establishing an accreditation council.

98. As a measure for improving the quality of higher education, the Ministry of Education took the initiative to develop postgraduate Government colleges at the district level by enhancing physical facilities and educational materials. Provision is made to provide training for teachers of all courses for updating of knowledge and enhancing teaching skills. These institutions will eventually function as nodal institutions for professional development of teachers in the district.

99. The University Grants Commission is undertaking a number of projects for expansion of the physical facilities and academic opportunities in the public universities. More universities are being established in different important locations. Through the Higher Education Quality Enhancement project, an enabling environment is created in the universities for research and academic management. Bangladesh Research and Education Network (BdREN) is established to facilitate collaboration with foreign universities in academic and research work. A Trans-Eurasia Information Network (TEIN) is also established to facilitate cross-country education research.

VII. Challenges, lessons and way forward

100. The immediate challenges in primary education and secondary education are to institutionalize the sector-wide programme approach, covering all school-age children, with allowances for diversity. The challenges will be institutional capacity development, professionalization of teaching, opening a career path for teachers to senior management, good governance and results-based management.

101. With the achievement of gender parity in primary and secondary education, the emerging challenge is to sustain the equality gained and go for achieving equality at other levels of education. This will demand getting women into teaching and other supporting staff positions speedily. The challenge here is to get more women into supporting and technical jobs dealing with education programmes and across Government services and society in a planned and systematic manner.

102. There are sharp regional contrasts in the incidence of poverty. People living in remote and vulnerable areas like river banks and *char* areas, remote hilly areas, and certain groups of indigenous and disadvantaged people remain the usual victims of extreme poverty. The challenge remains to reach these hard-to-reach population groups with customized education packages.

103. A key challenge in technical and vocational education is that this area has limited links with the employment world. Despite some efforts to incorporate real world practical skills and life skills, institutionalization and wider-scale application of that process still remain in an early stage of development. The challenge here is to bring the concept to the fore, clarify ideas for practice and develop appropriate programmes.

104. The challenge relating to adult education and non-formal education is to bring basic literacy, life skills and livelihood skills into manageable packages. Taking them one at a time, such as starting with basic literacy to be followed by continuing education after a time lag and putting together adolescents and adults in one classroom, may not serve the purpose of providing neo-literates with sustainable learning and earning skills. The challenge is thus to ensure a need-based quality of adult learning and establishing an equivalency framework between formal and non-formal education which facilitates transition to lifelong learning.

105. Challenges in higher education relate to accessibility, due to the concentration of most of the universities in big cities, getting adequate faculties particularly in the science, engineering and technology disciplines, and ensuring good governance. With the rapid expansion of private universities, the challenges relating to quality assurance and accountability still remain.

106. As an immediate follow-up step of Education Policy formulation, the Government set up a multi-stakeholder committee to work out a detailed implementation plan of the policy and estimate the financial implications. Based on the recommendations of the committee, and accomplishments in the sector over the years, lessons learned and the needs of the future, in the Sixth Five Year Plan (2011-2015) of the country, provision will be made to attain the objectives aimed in the Education Policy towards contributing to Vision 2021.

Annex I

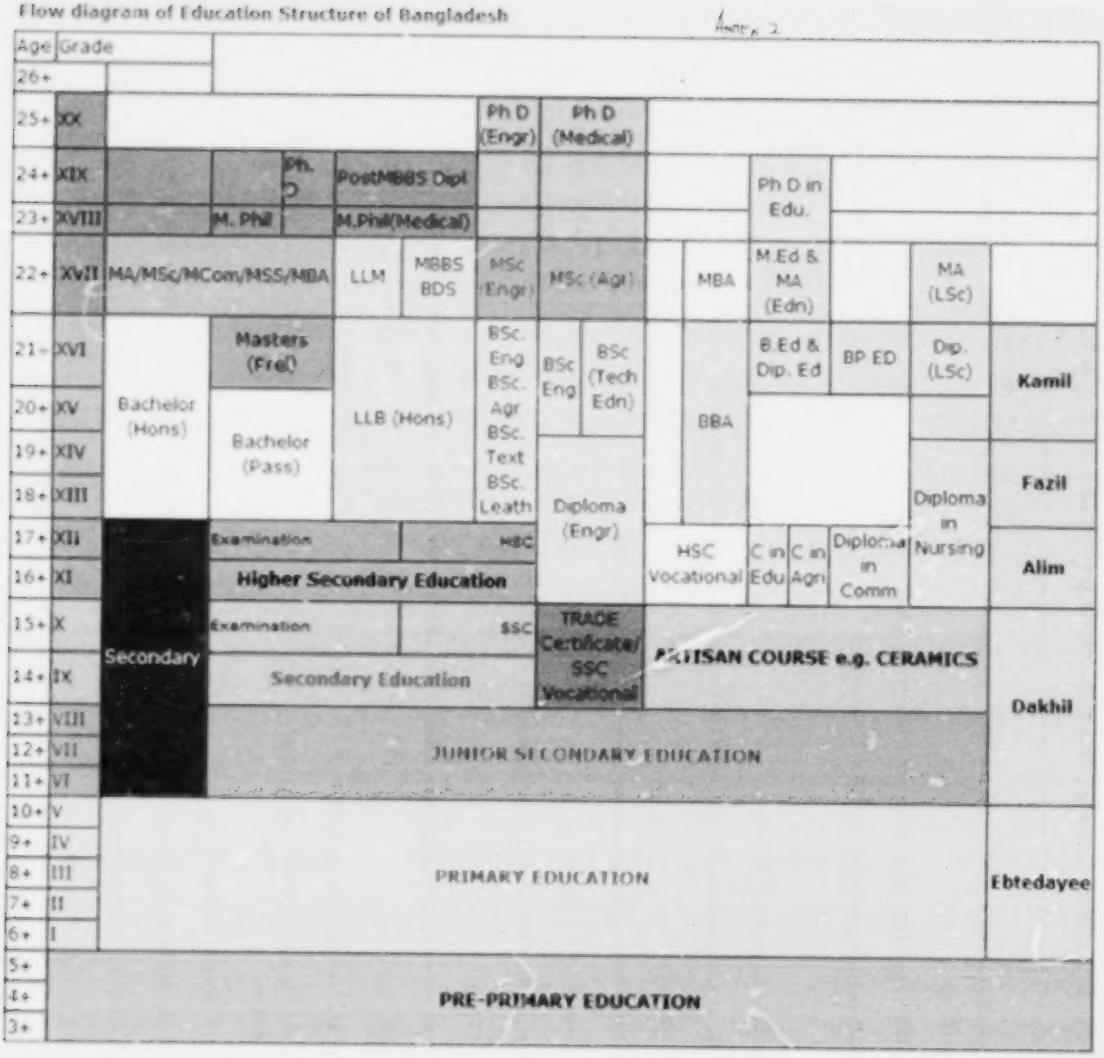
Vision 2021 milestones

2010	100 per cent net student enrolment at primary level.
2011	Supply of pure drinking water for the entire population.
2012	Self-sufficiency in food.
2013	Each house brought under hygienic sanitation.
	Attain 8 per cent annual growth rate; this will be increased to 10 per cent in 2017 and sustained.
	Increase of electricity generation from 7,000 megawatt to 8,000 in 2015 and 20,000 in 2021.
	Free tuition up to degree level.
2014	Bangladesh attains full literacy.
2015	Living accommodation for the entire population.
2021	Contribution of agriculture, industry and service sector to GDP will stand at 15, 40 and 45 per cent respectively in place of 22, 28 and 50 per cent as at present.
	Unemployment reduced to 15 per cent from the present rate of 40 per cent.
	Labour in agriculture comes down to 30 per cent from 48 per cent at present.
	Labour in industry is 25 per cent from 16 per cent and in service 45 per cent from 36 per cent at present.
	Poverty rate comes down to 15 per cent from 45 per cent at present.
	Bangladesh known as a country of educated people with skills in information technology.
	85 per cent of the population have standard nutritional food.
	Poor people ensured a minimum of 2,122 kilocalories of food.
	All kinds of contagious diseases eliminated.
	Longevity increases to 70 years.
	Infant mortality comes down to 15 from 54 per thousand at present.
	Maternal death rate reduced to 1.5 per cent from 3.8 per cent.
	Use of birth control methods increased to 80 per cent.

Annex II

Flow diagram of Education Structure of Bangladesh

Annex 2



Annex III

Millennium Development Goals: Bangladesh progress at a glance

Goals, targets and indicators (revised)		*Base year 1990/1991*	*Current status*	*Target by 2015*
Goal 1: Eradicate Extreme Poverty & Hunger				
Target 1.A: Halve, between 1990 and 2015, the proportion of people below poverty line				
1.1	Proportion of population below national upper poverty line (2,122 k. cal.), per cent	56.6	40.0 (2005)	29.0
1.2	Poverty Gap Ratio, per cent	17.0	9.0 (2005)	8.0
1.3	Share of poorest quintile in national consumption, per cent	6.5	5.3 (2005)	na
Target 1.B: Achieve full and productive employment and decent work for all, including women and young people				
1.5	Employment to population ratio, per cent	48.5	58.5 (2005)	for all
Target 1.C: Halve, between 1990 and 2015, the proportion of people who suffer from hunger				
1.8	Prevalence of underweight children under five years	66.0	47.8 (2005)#	33.0
1.9	Proportion of population below minimum level of dietary energy consumption, per cent	28.0	19.5 (2005)	14.0
Goal 2: Achieve Universal Primary Education				
Target 2.A: Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling				
2.1	Net enrolment in primary education, per cent	60.5	91.1 (2007)	100
2.2	Proportion of pupils starting grade 1 who reach grade 5, per cent	40.7	79.8 (2009)	100
2.3	Adult literacy rate of 15+ years old population (proxy), per cent adult literacy rate of 15-24 years-old population (female), per cent	37.2	59.1 (2008) 72.0 (2009)	—
Goal 3: Promote Gender Equality and Empower Women				
Target 3.A: Eliminate gender disparity in primary and secondary education preferably by 2005, and in all levels of education no later than 2015				
3.1a:	Ratio of girls to boys in primary education (Gender Parity Index=Girls/Boys)	0.83	1.03 (2009)	1.0
3.1b:	Ratio of girls to boys in secondary education (Gender Parity Index=Girls/Boys)	0.52	1.17 (2009)	1.0

Goals, targets and indicators (revised)		Base year 1990/1991	Current status	Target by 2015
3.1c:	Ratio of girls to boys in tertiary education (Gender Parity Index=Girls/Boys)	0.37	0.61 (2006)	1.0
3.2	Share of women in wage employment in the non-agricultural sector, per cent	19.1	14.6 (2005)	50
3.3	Proportion of seats held by women in national parliament, per cent	12.7	19.0 (2009)	33
Goal 4: Promote Gender Equality and Empower Women				
4.1	Under-five mortality rate (per 1,000 live births)	146	67 (2009)	48
4.2	Infant mortality rate (per 1,000 live births)	92	45 (2009)	31
4.3	Proportion of 1 year-old children immunized against measles, per cent	54	88 (2006)	100
Goal 5: Improve Maternal Health				
Target 5.A: Reduce by three quarters, between 1990 and 2015, the maternal mortality ratio				
5.1	Maternal mortality ratio, per 100,000 live births	574 (1990)	348 (2008	144
5.2	Proportion of births attended by skilled health personnel, per cent	5.0	24.4 (2009)	50
Target 5.B: Achieve, by 2015, universal access to reproductive health				
5.3	Contraceptive prevalence rate, per cent	39.7	59.0 (2007)	—
5.4	Adolescent birth rate, per 1,000 women	77.0	59 (2007)	—
5.5a:	Antenatal care coverage (at least one visit), per cent	27.5 (1993)	60.3 (2007)	100
5.5b:	Antenatal care coverage (at least four visits), per cent	5.5 (1993)	20.6 (2007)	100
5.6	Unmet need for family planning, per cent	19.4 (1993)	17.6 (2007)	—
Goal 6: Combat HIV/AIDS, malaria and other diseases				
Target 6.A: Have halted by 2015 and begun to reverse the spread of HIV/AIDS				
6.1	HIV prevalence among population (per 100,000 population)	0.005	0.319 (2007)	Halting
6.2	Condom use rate, per cent	—	4.5 (2005)	no target
6.3	Proportion of population aged 15-24 years with comprehensive correct knowledge of HIV/AIDS, per cent	—	15.8 (2006)	

Goals, targets and indicators (revised)		*Base year 1990/1991*	*Current status*	*Target by 2015*
Target 6.C: Have halted by 2015 and begun to reverse the incidence of malaria and other major diseases				
6.6a:	Prevalence of malaria per 100,000 population	43 (2000)	59 (2008)	Halting
6.6b:	Death rate associated with malaria per 100,000 population	0.37 (2000)	0.11 (2008)	Halting
6.7	Proportion of Children under-5 sleeping under insecticide-treated bednets [13 Malaria-prone districts] per cent	—	89 (2008)	—
6.9a:	Prevalence of TB per 100,000 population	264 (1990)	225 (2007)	Halting
6.9b:	Death rates associated with TB per 100,000 population	76 (1990)	45 (2007)	Halting
6.10a:	Detection rate of TB under DOTS, per cent	21 (1994)	73 (2007)	Sustain
6.10b:	Cure rate of TB under DOTS, per cent	73 (1994)	91 (2006)	Sustain
Goal 7: Ensure Environmental Sustainability				
Target 7.A: Integrate the principles of sustainable development into country policies and programmes and reverse the loss of environmental resources				
Target 7.B: Reduce biodiversity loss, achieving, by 2010, a significant reduction in the rate of loss				
7.1	Proportion of land area covered by forest (per cent) (tree coverage)	9.0	19.2 (2007) Tree density > 10%	20.0 Tree density > 70%
7.2	CO_2 emissions, metric tons per capita	0.14	0.30 (2007)	
7.3	Consumption of ozone-depleting CFCs in metric tons	195	155 (2007)	0
7.4	Proportion of fish stock within safe biological limits			
7.5	Proportion of total water resources used, per cent		6.6 (2000)	
7.6	Proportion of terrestrial and marine areas protected, per cent	1.64	1.68 (2007)	5.0
7.7	Proportion of species threatened with extinction			
Target 7.C: Halve by 2015, the proportion of people without sustainable access to safe drinking water and basic sanitation				
7.8	Proportion of population using an improved drinking water sources, per cent	89.0	97.8 (2009)*	100
7.9	Proportion of population using an improved sanitation facility, per cent	21.0	80.4 (2009)	60

Goals, targets and indicators (revised)		Base year 1990/1991	Current status	Target by 2015
Target 7.D: By 2020, to have achieved a significant improvement in the lives of at least 100 million slum-dwellers				
7.10	Proportion of urban population living in slums, per cent		7.8 (2001)	
Goal 8: Develop a Global Partnership for Development				
Target 8.A: Develop further an open, rule-based, predictable, non-discriminatory trading and financial system				
Target 8.B: Address the special needs of the least developed countries				
Target 8.C: Address the special needs of landlocked developing countries and small developing States				
Target 8.D: Deal comprehensively with the debt problems of developing countries through national and international measures in order to make debt sustainable in the long term				
8.1a:	Net ODA received by Bangladesh (million US$)	1 240	96.1 (2007-08)	—
8.1b:	Net ODA received by Bangladesh, as percentage of OECD/DAC donors' GNI	5.7	0.2 (2006)	—
8.2	Proportion of total bilateral sector-allocable ODA to basic social services, per cent		42 (2005)	—
8.3	Proportion of bilateral ODA of OECD/DAC donors that is untied (received by Bangladesh), per cent		82 (2005)	—
8.7	Average tariffs imposed by developed countries on agriculture products, textiles and clothing from developing country (Bangladesh), per cent		12-16 (2006)	—
8.12	Debt service as a percentage of exports of goods and services, per cent	20.9	7.9 (2007)	
Target 8.F: In cooperation with the private sector, make available the benefits of new technologies, especially information and communication				
8.14	Telephone line per 100 population	0.2	0.92	—
8.15	Cellular subscriber per 100 population		30.8 (2008)	
8.14	Internet users per 100 population	0.0	3.4 (2008)	—